**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher: Room 11** | | **Grade: Kindergarten** | | | **Date(s)**: August 27th, 2012 |
| **Unit Title:**  I Am a Storyteller | | | **Corresponding Unit Task: 1, 2, 3, 4** | | |
| **Essential Question(s):**  How do good readers retell a story?  What are the different parts of a book?  What rules do I follow when sharing ideas? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **First day book (of choice)**  **Vocabulary cards** | | | | title: the name given to the book  author: the person that writes the book or story  illustrator: the person that draws the pictures/***illustrations*** in a story  illustration: a picture found in a story | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RF.K.1** - Demonstrate understanding of the organization and basic features of print.   1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters.   **RI.K.5** - Identify the front cover, back cover, and title page of a book.  **RL.K.2** - With prompting and support, retell familiar stories including key details.  **RL.K.6** - With prompting and support, name the author and illustrator of a story and define the role of each in telling a story.  **I Can Statement(s):**  I can ***identify*** the parts of a book. I can locate the parts of a book. I can ***track*** print in a book. I can ***identify*** the ***main character*** in a story. I can ***recall*** ***events*** in a story.  **Instructional Plan:**  **Modeled:**  **(Prior to Reading)** Teacher will introduce the book by ***title***, ***author***, and ***illustrator***. Teacher will model the parts of a book by verbally expressing and pointing to each part. The teacher will define ***title***, ***author***, and ***illustrator.***   * Title: the name given to the book   + Teacher will also make real world connections (Wal-Mart, Harris Teeter) * Author: the person that writes the book or story * Illustrator: the person that draws the pictures/***illustrations*** in a story * Illustration: a picture found in a story   Teacher will read the story. | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice   X Independent | **Writing**  **Standards:**  **W.K.2** - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  **L.K.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Print many upper- and lowercase letters.  **I Can Statement(s):**  I can write letters of the alphabet. I can write my name.  **Instructional Plan:**  **Modeled:**  Teacher will model self portrait and the proper way in which we write names. The teacher will focus on beginning a proper name with a capital letter.  **Independent:**  Student will complete a self portrait along with writing their name. (Extension: students that are able to write their complete names will do so/students that are able to write a complete sentence will do so) | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **RL.K.10** - Actively engage in reading activities with purpose and understanding.  **RL.K.6** - With prompting and support, name the author and illustrator of a story and define the role of each in telling a story.  **I Can Statement(s):**  I can tell the job of an author. I can tell the job of an illustrator. I can tell about a title.    **Instructional Plan: (see Reading)** | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared   X Guided Practice   * Independent | **Speaking & Listening**  **Standards:**  **SL.K.1 -** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   1. a. Follow agreed upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).   **SL.K.3** - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  **SL.K.6** - Speak audibly and express thoughts, feelings, and ideas clearly.  **I Can Statement(s):**  I can tell about myself. I can talk and share with a partner. I can ask questions.  **Instructional Plan:**  **Modeled:**  Teacher will model with one other individual how and how not to be a good listener and how to take turns. Teacher will also demonstrate how to pass the classroom talking stick to one another.  **Guided: (optional)**  Teacher will split students into groups of 3-4. Students will practice passing the talking stick, listening, and answering the given questions.   * What is your name? * How old are you? * Do you have any pets? * What is you favorite color? * What is your favorite food? * What is your favorite book? | | | | |
| **Closing/Summarizing Strategy** | **(See Speaking and Listening)**  Students will revisit “I Can Statements” | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * Students will add details to their self portrait. * Students will share their writing with tablemates. * Students will work together in order to draw a picture.   + Following directions * Students will elaborate their sentences. | | * Students will trace over modeled writing provided by the teacher. * Students will engage in games and chants to review/practice skills. | | | * Teacher will define lesson vocabulary. * Students’ names will be posted in the classroom to help them locate and copy their names. * Tables will be labeled with students names. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Teacher will use student’s writing samples as an informative assessment. Teacher will assess through observation. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*